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ABSTRACT

The selected bibliography on counseling and psychotherapy contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography. Publication date of documents abstracted ranges from 1968 to 1972. (DB)

ED 074683

COUNSELING AND PSYCHOTHERAPY

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 629

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EC 051 732E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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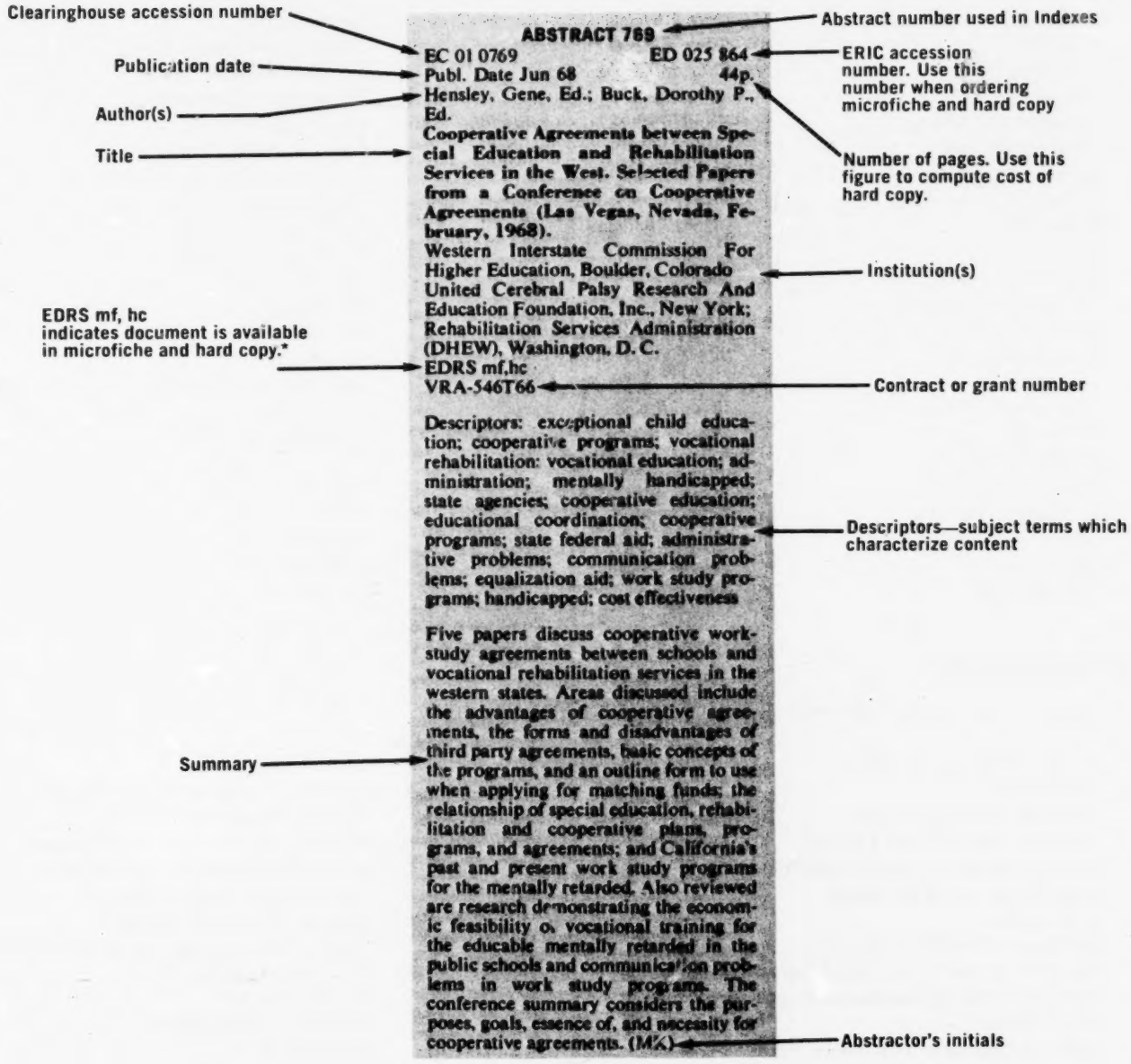
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ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Counseling and Psychotherapy* from the Center's computer file of abstracts are listed alphabetically below:

Adaptation Level Theory
Behavior
Behavior Change
Behavior Development
Behavior Modification
Behavior Patterns
Behavior Problems
Behavioral Counseling
Bibliotherapy
Case Studies
Case Studies (Education)
Caseworker Approach
Changing Attitudes
Clinical Diagnosis
Counseling
Counseling Effectiveness
Counseling Programs
Counseling Theories
Counseling Services
Counselor Acceptance
Counselor Attitudes
Counselors
Crisis Therapy
Drug Therapy
Educational Counseling
Educational Sociology
Educational Therapy
Elementary School Counseling
Emotional Maladjustment
Family Counseling
Group Counseling
Group Discussion
Group Therapy
Groups
Hypnosis
Individual Counseling
Individual Psychology
Interaction Process Analysis
Mental Illness
Milieu Therapy
Nondirective Counseling
Parent Counseling
Play Therapy
Psychiatric Services
Psychiatrists
Psychiatry
Psychoanalysis
Psychoeducational Clinics
Psychoeducational Processes
Psychological Evaluation
Psychological Needs
Psychological Patterns
Psychological Processes
Psychological Services
Psychological Studies
Psychological Testing
Psychologists
Psychology
Psychotherapy
Rational Therapy
Rehabilitation Counseling
Role Playing
School Psychologists
Sensitivity Training
Social Psychology
Social Workers
Sociodrama
T Groups
Therapy

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Academic Therapy Quarterly
Adolescence
American Annals of the Deaf
American Journal of Art Therapy
American Journal of Orthopsychiatry
American Review of Psychology
Child Welfare
Delinquency Prevention Reporter
Education of the Visually Handicapped
Elementary School Guidance and Counseling
Group Process
Journal of Autism and Childhood Schizophrenia
Journal of Child Psychology and Psychiatry
Journal of Education
Journal of Health and Social Behavior
Journal of Music Therapy
Journal of Nervous and Mental Disease
Journal of Rehabilitation of the Deaf
Journal of Secondary Education
Journal of School Psychology
Journal of Speech and Hearing Disorders
New Outlook for the Blind
Reading Teacher
Rehabilitation Literature
Social Work
Training School Bulletin

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-IV, No. 2.

ABSTRACTS

ABSTRACT 10525

EC 01 0525 ED 022 299
Publ. Date 28 May 68 198p.
MacLennan, Beryce W; Felsenfeld, Naomi
Group Counseling and Psychotherapy with Adolescents.
Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D. C.
EDRS not available
JDYD-64221
Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).

Descriptors: exceptional child services; counseling; psychotherapy; adolescents; group dynamics; group counseling; group therapy; counselors; therapists; culture; change agents; mental health

Intended as an aid in conceptualizing group programs for adolescents and as a basic text on group methods, the book examines the goals and processes of socialization and rehabilitation. Areas treated include the group as an agent of change, the adolescent and his culture, general considerations in group counseling and group psychotherapy, process and maneuvers in adolescent groups, major themes in adolescent groups, groups in different settings, and the group leader and his training. A bibliography cites 210 items. (DF)

ABSTRACT 11632

EC 01 1632 ED N.A.
Publ. Date Mar 68 12p.
Gardner, James; Ranson, Grayce
Academic Reorientation: A Counseling Approach to Remedial Readers.
EDRS not available
Reading Teacher; V21 N6 P529-40 Mar 1968

Descriptors: exceptional child research; counseling; remedial reading programs; behavior change; group therapy; reading difficulty; learning disabilities; self concept; reinforcement; individual counseling

Sixteen male students rated as hard-core learning problems participated in a program of academic reorientation counseling at a university reading school. The subjects manifested a variety of avoidance patterns; it was the program's intent to alter these avoidance behaviors and thus to prepare for skill remediation. Remedial reading teachers served as counselors. Each student was met individually by a counselor about 20 minutes a week: three subjects had six sessions, eight subjects had 15 to 20 sessions, and five subjects had 40 sessions. Counseling each subject involved giving him valid reasons for his learning problem, reinforcing positive statements about school, helping him learn basic discriminations about his own behavior, teaching him the adverse result of his avoidance patterns, developing alternative responses, labeling feelings, and working with the classroom teacher. According to the school staff, 14 of the 16 subjects showed positive attitude changes toward school. (LE)

ABSTRACT 11675

EC 01 1675 ED 030 231
Publ. Date 69 288p.
Leedy, Jack J., Ed.
Poetry Therapy; The Use of Poetry in the Treatment of Emotional Disorders.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; poetry; bibliotherapy; biblical literature; language rhythm; emotional maladjustment; adolescents; schizophrenia; mental health clinics; group therapy; mental illness; institutionalized (persons); self help programs

Twenty-two papers by different authors consider poetry therapy as treatment for persons with emotional disorders. Its use with the following is described: a psychotic patient, hospitalized schizophrenics, psychoneurotics in a mental health center, and disturbed adolescents. Also discussed are poetry as therapy and as a therapeutic art, principles of poetry therapy, the validation of poetry as a group therapy technique, and poetry as communication in psychotherapy. The use of poetry in individual psychotherapy and in a private mental hospital is described, as is poetry therapy in a self help group, in a specialized school for the disturbed, and in a counseling center. Further topics include poetry as a way to fuller awareness, metamessages and self discovery, the Psalms as psychological and allegorical poems, the universal language of rhythm, the patient's sense of the poem, and a curriculum proposal for training poetry therapists. A tribute to Eli Greifer, a pioneer in therapeutic poetry, is included, as is an appendix listing poems suitable for use in poetry therapy. (LE)

ABSTRACT 20734

EC 02 0734 ED N.A.
Publ. Date Nov 69 8p.
Maynard, Peter E. and Others
Group Counseling with Emotionally Disturbed Students in a School Setting.
EDRS not available
Journal of Secondary Education; V44 N7 P358-65 Nov 1969

Descriptors: exceptional child research; emotionally disturbed; group conseling; verbal communication; nondirective counseling; behavioral counseling; behavior change; reinforcement

Two methods of short term group counseling on the behavior of emotionally disturbed students in special classes were studied. Verbal reinforcement counseling primarily focused on counselor suggested, descriptive classroom behavior problems while client-centered group counseling maintained a free environment for discussion of all topics. Four groups of behaviorally disturbed junior high students of average intelligence received five 50-minute counseling periods and another special class served as a control group without counseling. The descriptive data resulting from teacher's ratings of the behavior of the students demonstrates that on five behavior variables the students in the counseled groups showed a higher mean rating, indicating better classroom behavior than those who received no counseling. Comparisons showed that there were no significant differences in behavior variables between the students who received client-centered counseling and those students who were in the verbal reinforcement counseling group. It was felt that the school counselors who may lead groups can work effectively though without special training, and that groups of students in special classes can be effectively counseled as a total group. (WW)

ABSTRACT 20783

EC 02 0783 ED 029 341
Publ. Date Aug 68 104p.
Wallace, Glen K.
A Cooperative Program for the Alleviation of Juvenile Behavior Problems. Final Report.
Oklahoma State Department of Education, Oklahoma City
Department of Health, Education and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; community agencies (public); cooperative planning; cooperative programs; counseling effectiveness; counseling instructional programs; delinquency prevention; experimental programs; secondary school students; teamwork; attitudes; attendance

A multiagency approach to provide intensive counseling services for pupils with behavior problems in grades 7 through 12 was used in the 3-year project. The cooperating agencies were the public schools, Juvenile Court, Vocation-

al Rehabilitation Division, and the Department of Public Welfare of Tulsa, Oklahoma. The 17[illegible] selected students were enrolled in a supervised study course one hour of the school day which provided special group and individual counseling. A matched control group remained in the regular curriculum with the usual counseling services available to them. Attendance, grade point average, attitude, school offenses, and court referrals were the variables used to evaluate the project. Statistical analysis showed only a small difference in the number of school offenses for the experimental and control groups. This lack of objective findings in support of the project was suggested to be due to an unequal matching of groups and the use of variables not sensitive enough to measure change occurring. The staff of the project reportedly agreed on the effectiveness of agency coordination. (NS)

ABSTRACT 20840

EC 02 0840 ED 032 708
Publ. Date 68 166p.
Rainer, John D., Ed.; Altshuler, Kenneth Z., Ed.
Psychiatry and the Deaf.
New York State Psychiatric Institute, New York;
New York University, New York, Center for Research And Training in Deafness Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; emotionally disturbed; psychiatry; residential schools; parent counseling; adjustment (to environment); vocational adjustment; counseling; family relationship; institutionalized (persons); case studies (education); schizophrenia; behavior problems; psychological evaluation; group therapy; psychiatric services; state programs; psychotherapy; environmental influences

A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour of facilities, case presentations, group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)

ABSTRACT 20945

EC 02 0945 ED 033 486
Publ. Date 69 374p.
Axline, Virginia M.
Play Therapy.
EDRS not available
Department CS, Ballantine Books, 101 Fifth Avenue, New York, N. Y. 10003 ($1.25).

Descriptors: exceptional child education; emotionally disturbed; play therapy; psychotherapy; behavior problems; communication (thought transfer); therapists; self concept; case studies (education); group dynamics; family relationship; adjustment problems; permissive environment; maladjustment; individual development; student teacher relationship

An introduction to children with emotional problems is followed by discussions of the non-directive play therapy situation and participants: the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy, and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of non-directive methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented. (LE)

ABSTRACT 21167

EC 02 1167 ED N.A.
Publ. Date 70 36p.
Gendlin, Eugene T.; Rychlak, Joseph F.
Psychotherapeutic Processes.
EDRS not available
Annual Review of Psychology; V21 P155-90 1970

Descriptors: psychotherapy; methods research; research reviews (publications); behavior theories; techniques; patients (persons); therapists; family counseling; behavior change; graduate students

Research publications of 1968 concerning psychotherapeutic processes are presented illustrating the areas of therapeutic techniques, patient or therapist variables, methodological research studies, outcome studies, and theoretical topics. A summary of trends in 1968 and literature citations are also included. (RD)

ABSTRACT 21442

EC 02 1442 ED N.A.
Publ. Date Jan 70 9p.
Osorio, Luiz Carlos
Milieu Therapy for Child Psychosis.
EDRS not available
American Journal of Orthopsychiatry; V40 N1 P121-9 Jan 1970
Paper Presented at the Brazilian Meeting on Child Neuropsychiatry (1st, Guaruja, Sao Paulo, August, 1968).

Descriptors: child psychology; psychosis; milieu therapy; psychotherapy; therapeutic environment; group therapy; schizophrenia; emotionally disturbed; group activities

Discussed are milieu therapy and a therapeutic community (Kanner Institute) in Brazil. The use of psychodrugs is limited, and electroshock and insulin therapy are not used. The community's structure and activities are described, and several brief case studies are reviewed. The importance of the discharge period and indications of results to this point are considered. It is felt that milieu therapy may replace the so called biological methods. (JM)

ABSTRACT 21495

EC 02 1495 ED 034 373
Publ. Date Aug 69 71p.
Ashcraft, Carolyn W.
School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-52-0120-5026

Descriptors: exceptional child research; emotionally disturbed; academic achievement; self concept; self evaluation; testing; program evaluation; parent conseling; psychotherapy; counseling effectiveness; parent attitudes; maladjustment; rating scales

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ABSTRACT 21970

EC 02 1970 ED 036 949
Publ. Date Dec 69 214p.
Schiffer, Mortimer
The Therapeutic Play Group.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; play therapy; group therapy; staff role; therapists; behavior problems; aggression; group dynamics; case studies; group relations; communication (thought transfer); facility requirements; toys; psychotherapy; teamwork; inservice teacher education; teacher seminars; school services

A discussion of group play therapy includes chapters on the school as a setting for treating emotionally disturbed children and focuses on suggestions for group workers. A synopsis of the play group treatment process precedes a description of considerations in organizing groups and methods for working with the children. Recommendations are made for furnishings and equipment in the play room. Also mentioned are problems in diagnosis, symptomatic behavior, individual differences, treating unusual problems, and therapist influences. Clinical programs in schools, analysis of a play group in an elementary school, and a seminar in child psychology for teachers are discussed, and cases are cited throughout. (RJ)

ABSTRACT 22039

EC 02 2039 ED N.A.
Publ. Date Jan 70 5p.
Burns, Brenda S.
The Use of Play Techniques in the Treatment of Children.
EDRS not available
Child Welfare; V49 N1 P37-41 Jan 1970

Descriptors: play therapy: psychotherapy; emotionally disturbed

Seven ways in which play techniques can be used in treating children with emotional disorders are described. The techniques, each illustrated by a case example, are ventilation and release of tension through body activity, calming the nerves, working through problems, communication, regression, the development of skills, and the modification of life style. (RJ)

ABSTRACT 22053

EC 02 2053 ED N.A.
Publ. Date 69 86p.
Hankoff, L. D.; Robbins, Lewis L.
Emergency Psychiatric Treatment; A Handbook of Secondary Prevention.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: emotionally disturbed; emergency programs; psychiatry; psychotherapy; crisis therapy; intervention; drug therapy; administrative organization; prevention; psychiatric services

The text attempts to present a comprehensive picture of all major aspects of emergency psychiatric treatment. Discussions include a clinical overview of the psychiatric emergency, the goals and function of emergency care, an overview of treatment, psychotherapeutic intervention, decision-making, and pharmacotherapy. Attention is also given to the emergency home visit, crisis intervention, suicide prevention, the administration of the emergency service, staff attitudes, risks and cautions, and the prevention of violence. (JM)

ABSTRACT 22066

EC 02 2066 ED 034 267
Publ. Date Feb 69 27p.
Rachman, Arnold William
The Role of Fathering in Group Psychotherapy with Adolescent Delinquent Males.
American Group Psychotherapy Association, New York, New York
EDRS mf
Presented at the American Group Psychotherapy Association Convention (New York, New York, Feb. 5-8, 1968).

Descriptors: adolescents; delinquency causes; delinquent rehabilitation; delinquents; family attitudes; family influence; fatherless family; fathers; group therapy; males; negative attitudes; parent role; psychotherapy

The psychological role of the father in the life of an adolescent is crucial. Delinquent adolescent males have severe problems in the oedipal area. Most have had negative father-son relationships. The study group was composed of 25 boys who were on parole. Outpatient psychiatric treatment was a condition of their parole. Of the 25, 23 had fathers who fell into a negative father role. The group therapy approach used in this study was similar to the Relationship-Experential Focus outlined by Scheidlinger. The group therapist needs to establish a therapeutic relationship where the positive attitudes of a father transference predominate. The three different phases of the group's existence are engaging their (individual) interest, encountering a caring adult, and leaving the group with the image of a positive experience with an adult. Potential group members are seen individually until they have begun to relate to the therapist. Then they are placed in the group. The most meaningful changes seen so far in this type of therapy are changes in the adolescent's perception and relationships toward adults, especially adult authority figures, changes in behavior toward adults outside the group, and a decrease in undetected delinquent activity. (KJ)

ABSTRACT 22116

EC 02 2116 ED 024 076
Publ. Date Mar 68 10p.
Manaster, Al; Kuchuris, Sue
Experiential Methods in a Group Counseling Program with Blind Children.
American Society Group, Psychotherapy and Psychodrama, Beacon, New York
EDRS mf,hc
Paper Presented at the American Society Group, Psychotherapy and Psychodrama 27th Annual Conference (New York, New York, March 30, 1968).

Descriptors: exceptional child research; visually handicapped; adolescents; group counseling; group experience; sensitivity training

The paper has tried to describe some of the experiential techniques and methods used in a group counseling situation with blind adolescents. Also, it shows that by using these methods, the group advanced a little further and a little faster than might otherwise have occurred. During the clinical services meetings, the other group leaders stated that their groups were often avoiding confrontations of their feelings, while we were able to state that members of our group sometimes overwhelmed us with their insights. Possibly, this was because these techniques kept the members alert and involved, showed them that we were interested and would let them do and say things that would normally have been forbidden, and let them know that we wanted to offer a chance to experience new things. Because of this, their reactions and interactions were more spontaneous and off-guard. (Author)

ABSTRACT 22152

EC 02 2152 ED N.A.
Publ. Date Apr 70 10p.
Carroll, John P.
Guidance Liaison Services in a Program for Graduates of a School for the Deaf.
EDRS not available
Journal of Rehabilitation of the Deaf; V3 N4 P26-35 Apr 1970

Descriptors: exceptional child services; aurally handicapped; guidance counseling; pupil personnel services; counseling programs; continuous guidance; graduate students

The paper describes a followup program in guidance initiated at the Boston School for the Deaf designed to provide guidance services to young deaf graduates in the attempt to assist in their successful transition from the school. Specific activities of the program are outlined, and a teacher questionnaire for evaluation is included. (RD)

ABSTRACT 22362

EC 02 2362 ED N.A.
Publ. Date Apr 70 19p.
Chough, Steven K.
Challenge of Psychiatric Social Work with the Deaf.
EDRS not available
Journal of Rehabilitation of the Deaf; V3 N4 P7-25 Apr 1970

Descriptors: exceptional child services; aurally handicapped; social work; case worker approach; psychiatric services; rehabilitation counseling; communication skills

Psychiatric social work with the deaf is discussed in the following areas: the role and responsibilities of the caseworker, the importance of communication skills for effective interviewing, the establishment of the caseworker-patient relationship, the maintenance of professional decorum, the patient's improvement, and the use of the home visit. A currently active group-therapy program is described accompanied by a case illustration used to demonstrate group interaction. A social work trainee program and a design to educate the public in the area of the deaf are also presented. (Author/RD)

ABSTRACT 22411

EC 02 2411 ED N.A.
Publ. Date 69 256p.
Sklansky, Morris A. and Others
The High School Adolescent: Understanding and Treating His Emotional Problems.
EDRS not available
Association Press, 291 Broadway, New York, New York 10007 ($6.95).

Descriptors: emotionally disturbed; adolescents; psychotherapy; personality; counselor role; parents; behavior; individual characteristics

The turmoil of adolescence, assessment of adolescent character formation, and the adolescent ego are discussed in a text which grew from over 15 years of case discussions. Other aspects considered are adaptive regressions, other ego adaptations and defenses, general and special considerations in treatment, termination of treatment, transference and countertransference, the parents of adolescents in treatment, identity and learning problems, and charcteristics of the effective counselor. (RJ)

ABSTRACT 22431

EC 02 2431 ED N.A.
Publ. Date Apr 70 8p.
Ostwald, Peter F.
The Psychiatrist and the Patient Who Stutters.
EDRS not available
Journal of Nervous and Mental Disease; V150 N4 P317-24 Apr 1970

Descriptors: speech handicapped; stuttering; psychiatry; psychotherapy; individual characteristics

The psychiatrist's role in diagnosis and management of stuttering is discussed. Possible causes and characteristics of stuttering are listed; a description is given of the initial contact with a psychiatrist. Aspects of the diagnostic period are considered: communicating with the patient, planning the treatment approach, scheduling sessions, and payment. Also described are the treatment itself and specific psychotherapeutic tactics. (RJ)

ABSTRACT 22999

EC 02 2999 ED N.A.
Publ. Date 70 383p.
Goos, Dorothy; Al-Saadi, Luetta
Help Me. A Way to Guide Troubled Youth.
EDRS not available
Thomas Publications Ltd., Box 208, Kaukauna, Wisconsin 54130 ($12.50).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; adolescents; group living; program descriptions; institutional facilities; institutional administration

Residential treatment in a specialized open group setting for emotionally disturbed adolescents is the topic of a book on group living therapy. The planning of a therapeutic milieu, both the concepts and the mechanics of operation, focuses on an institution where emotionally disturbed adolescents live normal lives in a homelike setting with multidisciplinary professional supervision, but the principles of operation are applicable to other child care institutions also. Attention is given to physical requirements in the milieu (physical plant, food, clothing, medical program) and programing. The programing discussion considers at length the organization of staffing, placement, therapy, education, employment, leisure, transportation, and discharge planning. Finally, a portion of the book is designed as a manual to be used in establishing a group living therapy situation. The manual contains practical, mechanical details of operation, policies, and summaries of philosophy in each of the areas previously developed in the presentation of programing. (KW)

ABSTRACT 23107

EC 02 3107 ED N.A.
Publ. Date May 70 17p.
Dudek, S. Z.
Effects of Different Types of Therapy on the Personality as a Whole.
EDRS not available
Journal of Nervous and Mental Disease; V150 N5 P329-45 May 1970

Descriptors: mental illness; therapy; personality change; psychiatry; medical treatment; psychotherapy; personality tests; personality studies; research projects; followup studies

To measure the effects of different types of therapy on the reorganization of personality as a whole, the direction of internal change following therapeutic intervention was analyzed. Rorschach personality analysis tests were administered before and after therapy to 26 patients who underwent psychoanalysis, 33 who received medical therapy (drugs, electroconvulsive therapy), and 29 who were maintained on supportive therapy outside the hospital. Results confirm that each therapeutic approach results in different long term effects on the personality (p less than .001). Psychoanalytic therapies result in a positive liberation of fantasy and libido and greater awareness; medical therapies result in improved reality contact and better social functioning but considerable personality constriction; maintenance therapies result in no basic personality change. Three case histories are presented as examples of the typical effects of successful psychoanalitically oriented, medical, and maintenance therapies. (KW)

ABSTRACT 23146

EC 02 3146 ED N.A.
Publ. Date 70 8p.
Rowden, David W. and Others
Judgments about Candidates for Psychotherapy: The Influence of Social Class and Insight-Verbal Ability.
Hogg Foundation for Mental Health, Austin, Texas
EDRS not available
Journal of Health and Social Behavior; V11 N1 P51-8 Mar 1970
Paper Presented at the Convention of the American Sociological Association (Boston, Massachusetts, August 1968).

Descriptors: mental illness; psychotherapy; therapists; attitudes; social class; verbal ability; intelligence level; socioeconomic influences; research projects

To test the differential influence of patients' social class and insight-verbal ability, and therapists' social class origins, on therapists' judgments on the use of psychotherapy as a means of treatment, 34 practicing and training therapists were asked to decide for or against psychotherapy for ten hypothetical patients presented by written case histories. It was found that a patient is more likely to be recommended for psychotherapy if he has high social class position, high intelligence, insight, and facility in verbalization of problems. Insight-verbal ability was slightly more influential than social class position. High social class therapists recommended psychotherapy more often than those whose fathers were in the lower three classes. Depending on the therapist's social class position, status homophily thus reinforced (therapist from higher class) or weakened (therapist from lower class) the tendency to overselect patients from the upper classes for psychotherapy. (KW)

ABSTRACT 23165

EC 02 3165 ED N.A.
Publ. Date 70 7p.
Guerney, Bernard G.; Flumen, Audrey Bach
Teachers as Psychotherapeutic Agents for Withdrawn Children.
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-1-7-662181-0101
Journal of School Psychology; V8 N2 P107-13 1970

Descriptors: exceptional child research; emotionally disturbed; withdrawal tendencies (psychology); play therapy; psychotherapy; elementary school students; aggression

Eleven elementary school teachers were trained in client-centered play therapy by a psychologist and a social worker. They then conducted weekly sessions of 45 minutes for 14 weeks with nine with-

drawn children from their classes. Six other withdrawn children served as a control group. A coding system for four types of assertive behavior was devised to objectively evaluate the children's behavior. Evaluation was done by independent judges. All nine experimental children showed a consistent pattern of increasing assertiveness, especially in relation to their peers, suggesting more general improvement than had it been only towards their teacher. None of the six control children showed such a pattern. (KW)

ABSTRACT 23494

EC 02 3494 ED N.A.
Publ. Date Jul 70 6p.
Ayers, George E.
The Disadvantaged: An Analysis of Factors Affecting the Counseling Relationship.
EDRS not available
Rehabilitation Literature; V31 N7 P194-9 Jul 1970

Descriptors: culturally disadvantaged; rehabilitation counseling; counseling effectiveness; interaction process analysis; counselor attitudes; counselor acceptance; communication problems; attitudes

The complex range of interpersonal and intrapersonal perceptions that influence the development of a counseling relationship, specifically as related to counseling the disadvantaged, are analyzed. Starting with an enumeration of qualities that affect the counseling relationship in general, the author expands to a discussion of specific counselor attitudes affecting their relationship toward a disadvantaged client. The effect of counselor's perceptions of the disadvantaged, and how he can overcome them and establish rapport, are treated. Suggestions for developing positive counselor attitudes and for increasing the counselor's knowledge of the client's background, values, and culture include a strategy of inservice training. The importance of communication, both verbal and non-verbal, and of the client's attitude also, are discussed. (KW)

ABSTRACT 23612

EC 02 3612 ED N.A.
Publ. Date Aug 70 7p.
Schlanger, Phoebe Honig; Schlanger, Bernard B.
Adapting Role-Playing Activities with Aphasic Patients.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N3 P229-35 Aug 1970
Based on Paper Presented at Annual Convention of the American Speech and Hearing Association (44th, Denver, November 15-18, 1968).

Descriptors: exceptional child education; aphasia; role playing; speech handicapped; group therapy; psychotherapy; speech therapy

The use of role-playing activities with several aphasic patients is described with patients at various stages of stabilized language recovery. Pantomime role playing was used with those who had severely limited or no verbal communication. For aphasics with meager verbal activity, situation-oriented role playing was used in which the aphasic played himself under nonstress and stress conditions. At times, the patients were people other than themselves in simulated life, role-oriented situations. Problem-oriented psychodrama was used with patients who had less impaired language. The following changes were noted in patients who moved along this progressive role-playing program: some relief of frustration and anxiety concerning deficient communication, loss of inhibition, a strong sense of successful accomplishment, and insight into the problems of self and the feelings and actions of others. It was felt that role-playing acts as a catalyst in releasing some former verbal skills and gestures. (GD)

ABSTRACT 30061

EC 03 0061 ED N.A.
Publ. Date 70 243p.
Sarvis, Mary A.; Pennekamp, Marianne
Collaboration in School Guidance: A Creative Approach to Pupil Personnel Work.
EDRS not available
Brunner/Mazel, Inc., 80 East 11th Street, New York New York 10003 ($6.95).

Descriptors: exceptional child services; counseling; interdisciplinary approach; community resources; intervention; emotionally disturbed; disadvantaged youth; minimally brain injured; group therapy

An approach to pupil personnel work which emphasizes task-oriented guidance and interdisciplinary effort is presented. Aspects discussed include task oriented guidance and its structure and theoretical rationale, the guidance process with principals and teachers and with parents and children, and consultation with outside experts. School and community resources for the guidance worker are discussed. Typical guidance interventions are treated as are guidance in ghetto schools, with severely disturbed children and their families, and with children with minimal cerebral dysfunction. Working with groups and the group process are described. Complications in secondary schools and complications involving the school and community are discussed. Additional readings on specific topics are listed. (MS)

ABSTRACT 30076

EC 03 0076 ED N.A.
Publ. Date Oct 70 202p.
MacLennan, Beryce W.; Felsenfeld, Naomi
Group Counseling and Psychotherapy with Adolescents.
EDRS not available
Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).

Descriptors: exceptional child services; emotionally disturbed; adolescents; group therapy; counselors; counselor training; group dynamics; group counseling; psychotherapy

Designed to aid development of group programs for adolescents and as a text about group methods, the book can be used by professionals and subprofessionals working with normal youth or disturbed youth. Similarities in various levels of group management dealing with individual adjustment are noted. Information is also presented on the organization of society, general group theory, the adolescent and his culture, group counseling and group psychotherapy, and the group leader and his training. (MS)

ABSTRACT 30095

EC 03 0095 ED N.A.
Publ. Date Sep 70 8p.
Goldman, Herbert
The Use of Encounter Microlabs With a Group of Visually Handicapped Rehabilitation Clients.
EDRS not available
New Outlook For The Blind; V64 N7 P219-26 Sep 1970

Descriptors: visually handicapped; psychotherapy; group therapy; rehabilitation; self concept; interpersonal relationship; personal adjustment; encounter techniques

The paper attempts to define, illustrate, and clinically assess the use of group psychotherapeutic techniques with young visually handicapped clients. Encounter techniques are described, and reasons for its use with the visually handicapped stated. Discussed are the reduction of initial anxiety, initial interaction, trust building, problem elicitation and working through, and guided fantasy techniques. Clinical impressions related to areas of growth and increased self-awareness are recorded. (KW)

ABSTRACT 30458

EC 03 0458 ED N.A.
Publ. Date 70 85p.
Routh, Thomas A.
Rehabilitation Counseling of the Blind
EDRS not available
Charles C Thomas, Publisher 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: visually handicapped; rehabilitation; counseling; counseling goals; counselor role; group therapy; vocational counseling; counselor acceptance

Suggestions are made for rehabilitation counselors working with blind clients. Emphasized is the need to work with them as human beings rather than as blind people. The effects of counseling on both the blind person and the counselor are taken into consideration. Some of the topics discussed are acceptance, rehabilitation centers, group psychotherapy, group work, interviewing the blind, evaluation of client potential, mental health, realistic rehabilitation goals, employment counseling, and economic rehabilitation. (KW)

ABSTRACT 30508

EC 03 0508 ED N.A.
Publ. Date 70 24p.
Barman, Alicerose; Cohen, Lisa
Help for Your Troubled Child. Public Affairs Pamphlet No. 454.
EDRS not available
Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child services; emotionally disturbed; psychiatric services; parent role; psychotherapy; parent attitudes

Addressed to parents of children who are emotionally disturbed or evidence behavior problems, the pamphlet answers basic questions the parents might have. How to decide if professional advice is necessary and how to seek it are discussed. Types of services available (agencies, clinics, schools, private practitioners) and types of professional workers (psychiatrist, psychoanalyst, psychologist, social worker) are explained in order that the proper one may be selected. How to prepare for therapy, what is actually involved in the treatment of the child, and the parent-therapist and parent-school relationship are each briefly examined. (KW)

ABSTRACT 30777

EC 03 0777 ED N.A.
Publ. Date Oct 70 24p.
Burke, Douglas J. N.
The Vocational Rehabilitation Counselor (of the Deaf) as a Professional.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V4 N2 P21-44 Oct 1970

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; professional occupations; professional recognition; counseling effectiveness; counselor qualifications; counselor training

The profession of the vocational rehabilitation counselor (VRC), and the uniqueness of vocational rehabilitation (VR) and its goals are discussed and defined. The responsibilities and qualifications of the VRC of the deaf as a professional are described, and 14 points which distinguish a professional VRC from a non-professional VRC are detailed. The need for setting up a comprehensive and relevant graduate training program to fulfill the needs of both the deaf professional, as well as the deaf client, is stressed. (GD)

ABSTRACT 30922

EC 03 0922 ED N.A.
Publ. Date 70 106p.
Bergsma, Daniel, Ed.
Genetic Counseling with Particular Reference to Anticipatory Guidance and the Prevention of Birth Defects.
New York County Medical Society, New York, New York, Special Committee On Infant Mortality
National Foundation-March Of Dimes, New York, New York
EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($10.00).
Proceedings Of A Symposium (New York, New York, January 29, 1969).

Descriptors: exceptional child services; anomalies; genetics; counseling; prevention; heredity; biology; prenatal influences; counseling centers: counselor role; prediction; medical evaluation; legal responsibility; conference reports

Presented are the proceedings of a symposium on genetic counseling. Included are papers on the intent and scope of genetic counseling; the detection of carriers and the problem of heterogeneity in genetic counseling; newer procedures in preconceptional, prenatal, and early postnatal diagnosis of birth defects; preventive genetics and early therapeutic procedures in the control of birth defects; ethical and legal aspects of genetic counseling; modern medical practice and malpractice litigation; community needs and availability of resources and education; and the medical genetics clinic and community health. Also included is an illustrated guide to human chromosome defects, useful for physicians, biology teachers, and other health professionals. (KW)

ABSTRACT 30977

EC 03 0977 ED N.A.
Publ. Date 69 202p.
Levinson, Boris M.
Pet-Oriented Child Psychotherapy.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; psychological needs; family (sociological unit); communications; play therapy; household pets

The use of pets in child psychotherapy (providing a source of clues and insights into personality disturbances) is explored. The pet as a communication link in family therapy as well as psychotherapy is discussed. The effects of a pet on mental hygiene, a child's motivation for learning, and the use of pets in psychological assessment are examined. Case studies support the discussion. (CD)

ABSTRACT 31007

EC 03 1007 ED 046 137
Publ. Date 70 304p.
Konopka, Gisela
Group Work in the Institution: A Modern Challenge.
EDRS not available
Association Press, 291 Broadway, New York, New York 10007 ($7.95).

Descriptors: institutions; group therapy; social work; institutionalized (persons); group counseling; handicapped children; unwed mothers; delinquents; older adults; prisoners; group work

The experience-based textbook on institutional issues for the group worker's training defines the current state of goals and methods of group work as it can apply to the institutional field. Following a discussion of institutions in modern society, social group work in institutions for children, unmarried mothers, handicapped children, juvenile delinquents, and the aged, and social group work in prisons is explored. (KW)

ABSTRACT 31106

EC 03 1106 ED N.A.
Publ. Date 70 201p.
Stuart, Richard B.
EDRS not available
Trick or Treatment: How and When Psychotherapy Fails.
Research Press Company, P. O. Box 3327, Country Fair Station, Champaign, Illinois 61820 ($5.50 HC, $4.45 PB).

Descriptors: mental illness; clinical diagnosis; psychotherapy; theories; therapy; behavior change; institutionalized (persons); classification; behavior theories; failure factors; evaluation methods; iatrogenic diseases

Research studies and professional articles are cited to support the argument that present theories and treatment of mental illness by psychotherapy are inadequate and often aggravate the problem being treated. Iatrogenic, or physician-induced, illness is explored, including discussions of iatrogenic effects of dispositional labels and illustrations of iatrogenic illness and its cure. Present systems for diagnosing and classifying mental illness, procedures involved in psychiatric hospitalization, and specific treatment methods are criticized, citing failure and deterioration associated with institutionalization and with psychotherapy. Behavior assessment, operant conditioning, and related methodologies of behavior modification are suggested as more likely to be successful. Techniques of behavior assessment are discussed in detail. (KW)

ABSTRACT 31116

EC 03 1116 ED N.A.
Publ. Date 70 404p.
Noland, Robert L., Ed.
Counseling Parents of the Mentally Retarded: A Sourcebook.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.95).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent attitudes; interviews; counseling; group therapy; caseworkers; clergymen; genetics; pastoral counseling; genetic counseling

The collected articles, from a variety of journals and spanning the past 20 years, contain information directed at the counseling of parents of mentally retard-

ed children. The first five articles, providing a general orientation to the topic, reveal parental feelings and attitudes. The six articles of Part 2 deal with the counseling of parents at the initial interview informing them of their child's deficiency, and during the following crisis period. Part 3 contains six articles discussing the group counseling process when used for both orientation and parent therapeutic purposes. The three articles of Part 4 concern the role of family casework activities and the problems involved in the parental decision to institutionalize the child. Part 5, containing five articles, deals with pastoral counseling of parents, and Part 6 (6 articles) deals with genetic counseling. Appendixes list associations for parents of retarded children, clinical programs, and audiovisual materials (primarily films concerning mental retardation). (KW)

ABSTRACT 31120

EC 03 1120 ED N.A.
Publ. Date Nov 70 8p.
Humes, Charles W., Jr.
A Novel Group Approach to School Counseling.
EDRS not available
Training School Bulletin; V67 N3 P164-71 Nov 1970

Descriptors: exceptional child research; mentally handicapped; group therapy; educable mentally handicapped; counseling

A description of innovative group counseling procedures and counseled group response with educable mentally retarded (EMR) adolescents in a public school setting was presented. In the project, two different groups received 12 one hour counseling sessions with a different counselor for each group. The first three sessions were facilitative (unstructured) and the remaining meetings were problem-oriented (structured). Analysis of counseled group response suggested that the technique could be used successfully with EMRs. (Author)

ABSTRACT 31318

EC 03 1318 ED N.A.
Publ. Date 70 352p.
Slavson, S. R.
An Introduction to Group Therapy.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($7.50 HC, $3.45 PB).

Descriptors: exceptional child services; emotionally disturbed; group therapy; personality problems; socially maladjusted; psychotherapy; psychiatric services; interpersonal relationship; case studies

The volume presents a method of psychotherapy, i.e., group therapy, as employed at the Jewish Board of Guardians of New York, a social service agency providing a child guidance service for children with personality problems such as delinquency, neuroses, and individual or social maladjustment. The material is based on records of about 750 children, ages 9-18 years, in 55 different activity therapy groups. Basic principles of interpersonal therapy and of the practice of group therapy are outlined. Reproduced are two group records and case histories of five typical children. Also discussed are the choice of clientele, the problem of grouping, the function of the adult, the therapeutic process, and variations in group treatment. Outlines for a referral summary, progress report, integration conferences, and followup study are appended. (KW)

ABSTRACT 31376

EC 03 1376 ED N.A.
Publ. Date 71 224p.
Friedman, Alfred S. And Others
Therapy with Families of Sexually Acting-Out Girls.
EDRS not available
Springer Publishing Company, Inc., 200 Park Avenue South, New York, New York 10003 ($7.50).

Descriptors: exceptional child services; emotionally disturbed; adolescents; females; sexuality; family counseling; behavior problems; psychotherapy; family problems; family (sociological unit); therapists, professional education; unwed mothers

The volume originates from a training, curriculum development and demonstration project entitled Family Counseling for Sexual Behavior Problems of Adolescent Girls, in which the families were treated and counseled by teams of a trainee and his supervisor. The various authors of the chapters were the teaching and supervising therapists. The process and techniques of family treatment are detailed, and the rationale, as well as the method, of treating whole families together is presented. Included are case examples of families with some of the following problems related to the sexual behavior of their daughters: running away, vagrancy, promiscuity, pregnancy out of wedlock, homosexuality, and incest. Problems as well as the progress in the process of family therapy are reported. Perceptions of the process by the trainee therapist and by the experienced supervising family therapist are included. The volume is intended as a practical, specific guide to family counseling and therapy. (KW)

ABSTRACT 31466

EC 03 1466 ED N.A.
Publ. Date 71 209p.
Strupp, Hans H.
Psychotherapy and the Modification of Abnormal Behavior.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($5.95 HC, 3.95 PB).

Descriptors: mental illness; emotionally disturbed; psychotherapy; psychology; psychiatry; behavior change; research reviews (publications); individual psychology; behavior theories; theories; professional education; psychiatrists

Aimed at the undergraduate student of psychology, the volume is intended as an introduction to the field of psychotherapy. It is broad in scope, covering the theories and techniques of psychotherapy as well as research activities and research problems in the field. Psychotherapy's concern with personality and behavior change by the application of psychological techniques is explained, as is the psychotherapist's role, stating that his work involves an educational process and not medical treatment. Successive chapters examine psychoanalytic psychotherapy, client-centered psychotherapy, behavior therapy, and other forms of psychotherapy in detail. Some problems of research are indicated, and attention is given to research on patients, therapists, and techniques. The lack of adequate research methods is cited as a cause of a large discrepancy between limited research accomplishments and more advanced clinical and philosophical insights. Appended are discussions of some questions of ethics and of the psychotherapy professions and problems of training. (KW)

ABSTRACT 31469

EC 03 1469 ED 046 204
Publ. Date Jun 70 35p.
Music the Healer: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: music; handicapped; bibliographies; therapy; music activities; aural stimuli; psychotherapy; emotionally disturbed; mentally handicapped; music therapy; audioanalgesia

The bibliography contains references to primarily journal literature dealing with music as a therapeutic tool. References to articles concerned with music as a healer are listed under one of the following categories: activities, audioanalgesia, education, effects, emotionally disturbed children, geriatrics, handicapped, medicine, mentally ill, mentally retarded, music therapy, offenders (use of music in prisons), psychotherapy, music therapists, and bibliographies. (KW)

ABSTRACT 31926

EC 03 1926 ED 048 689
Publ. Date 69 115p.
Kestenbaum, Clarice and Others
Evaluation of a Therapeutic Nursery Group.
Hudson Guild Counseling Service, New York, New York
New York State Department of Mental Hygiene, Albany
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; preschool education; educational therapy; evaluation; nursery schools; program descriptions; evaluation methods

A therapeutic nursery group set up to provide emotionally and behaviorally disturbed preschool children with a group play therapy experience was evaluated. The first portion of the report is devoted to the project itself, involving four

groups of 20 children each, while part two involves the evaluation. Out of the pool of 80 children, 20 participants were identified for the sample. The evaluation rested primarily on the implementation of a structured schema, an adaptation of the Symptom Checklist, and availability of clinical case records maintained by the consulting psychiatrist and the teachers. Data was noted to suggest that the children learned to cope better, to interact more appropriately with their environment, and to function at a higher cognitive level than previously had been the case. The therapeutic nursery group approach was felt to be particularly effective for those children whose emotional problems were not severe enough to preclude their involvement in a day care center, yet whose problems were such that maximum growth and development was likely to occur only if specialized therapeutic attention was made available. (CD)

ABSTRACT 32026

EC 03 2026 ED N.A.
Publ. Date 71 606p.
Noland, Robert L., Comp.
Counseling Parents of the Ill and the Handicapped.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($15.75).

Descriptors: exceptional child services; handicapped children; parent counseling; counseling; family counseling; counselor role; special health problems; genetics; physicians; pediatrics

Compiled to serve as a source of information, insights, and techniques for students and professionals in medical, counseling, and related fields, the volume contains 55 articles pertaining to the counseling of parents of handicapped and ill children. The first of seven major sections includes seven introductory articles intended as an orientation to the areas of parent-child-therapist interaction and implications of disability. The next five sections focus on the counseling of parents of the following types of children: mentally retarded; epileptic and cerebral palsied; speech, hearing, and visually handicapped; cardiac, diabetic, hemophilic, and asthmatic; and children with severe or terminal illnesses. The final section deals with genetic counseling and its use with parents of children with genetically based handicaps. In each section articles discuss such topics as the role of the physician, parent-child and family relationships, individual and group counseling of parents, specific counseling techniques, and other related aspects. (KW)

ABSTRACT 32064

EC 03 2064 ED N.A.
Publ. Date 71 215p.
Mayer, Morris F., Ed.; Blum, Arthur, Ed.
Healing Through Living: A Symposium on Residential Treatment.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($15.50).

Descriptors: exceptional child services; emotionally disturbed; group living; residential programs; institutional schools; psychotherapy; residential care; staff role; institutional administration

Ten papers deal with various aspects of residential treatment for emotionally disturbed children. Three important aspects of residential treatment--milieu therapy, special education, and psychotherapy--are the major topics discussed. Following comments on planning for residential treatment, particularly for the processes of separation and termination, in Part 1, the three articles in Part 2 focus upon group living--the use of groups, the role of the child care worker in the institution, and the contribution of the volunteer to the institutional program. Three articles on education in residential treatment in Part 3 consider the educator's role, the educational-treatment approach at Beliefaire School (Cleveland, Ohio), and treatment of a child with learning problems. Part 4 contains two papers discussing psychotherapy in residential treatment, specifically the role of the psychotherapist and techniques of treatment and management with the borderline child. The final paper examines the future of residential treatment. Each major section is preceded by editors' introductory remarks. (KW)

ABSTRACT 32196

EC 03 2196 ED N.A.
Publ. Date Dec 70 9p.
Argles, Paul; Mackenzie, Marion
Crisis Intervention with a Multi-Problem Family—A Case Study.
EDRS not available
Journal of Child Psychology and Psychiatry; V11 N3 P187-95 Dec 1970

Descriptors: exceptional child services; emotionally disturbed; crisis therapy; family counseling; family problems; case studies; psychological services

Presented is a case history detailing crisis intervention in a multi-problem family. The family demonstrated many features characteristic of a disturbed pattern of family relationships in which refusal to attend school by a child is one of the symptoms of family pathology. The family's main characteristic was denial of feelings, particularly feelings of sadness and depression. Discussed are differences between family therapy and individual therapy, common characteristics of multi-problem families, and the close cooperation between the community agency and the mental health team required in crisis therapy. It is pointed out that multi-problem families, who have previously resisted all helping efforts, can sometimes accept help during a period of crisis, but that their characteristics make it desirable to work within clearly defined limits which will preserve the family's fragile sense of autonomy. (KW)

ABSTRACT 32314

EC 03 2314 ED N.A.
Publ. Date May 71 6p.
Miller, William H.
Group Counseling with the Blind.
EDRS not available
Education of the Visually Handicapped; V3 N2 P46-51 May 1971

Descriptors: exceptional child services; visually handicapped; blind; group therapy; group structure; counselor role; counseling

The article discusses group counseling with the blind. Basic principles underlying the tasks of the counselor and attitudes a participant should try to take are given. The importance of the counselor's attitude about visually handicapped persons is stressed. The problems that a counselor may encounter with the group, particularly the need for the individual to develop psychological acceptance of his handicap, and other topics of particular concern to the blind are explored. The structuring of group counseling for the blind is detailed, with emphasis on clarifying any specific guidelines to be observed by the group and goal setting, as the two critical components of the structure. The author states that he feels the various components will achieve their greatest functional importance by implementing a productive interactive process whereby blind students may learn to deal more effectively with the reality of their environment. (CD)

ABSTRACT 32319

EC 03 2319 ED N.A.
Publ. Date 68 279p.
Kahn, Jack H.; Nursten, Jean P.
Unwillingly to School: School Phobia or School Refusal--A Medico-Social Problem.
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($4.00).

Descriptors: exceptional child services; emotionally disturbed; school phobia; truancy; psychotherapy; counseling centers; neurosis; psychological services; psychiatric services; interdisciplinary approach

The book deals with the neurotic problem of a phobic state--school phobia or school refusal. The three stated aims of the book are: to deal practically with the problem of school phobia, which is an individual clinical problem but which causes social problems because symptoms are expressed in an educational setting and as a challenge to community obligations; to examine emotional and behavioral disturbances against a theoretical framework; and to discuss the interprofessional difficulties of dealing with such conditions not falling within the range of any one professional group or social service. The discussion of school refusal as a psychosocial problem includes an overview of the problems of truancy and school phobia and historical background. The second section exam-

ines facilities for the treatment of school phobia, covering both social services and medical and clinical services. The third and longest section concentrates upon treatment in child guidance clinics. Discussed are the psychopathological basis of treatment, school phobia as an intra-psychic disorder, the roles of the psychiatrist, psychologist, and psychiatric social worker, and the need for a multidisciplinary approach. The final section surveys alternative treatments. An extensive bibliography on school phobia, truancy, and dropouts is included. (KW)

ABSTRACT 32354

EC 03 2354 ED N.A.
Publ. Date Mar 71 298p.
Szurek, S. A., Ed. and Others
Inpatient Care for the Psychotic Child. Volume 5, Langley Porter Child Psychiatry Series.
EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($6.95).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; psychotherapy; hospitalized children; milieu therapy; residential programs; therapeutic environment; family role; staff role; psychiatric services; Langley Porter Neuropsychiatric Institute (San Francisco)

Papers describe various aspects of the comprehensive inpatient treatment for psychotic children provided on the children's ward at the Langley Porter Neuropsychiatric Institute in San Francisco. The program operates within the conceptual framework that severe emotional disturbances in childhood stem predominantly from early parent-child interactions and therefore require ongoing parental involvement throughout inpatient child care to enhance treatment of both child and parents. Following an introductory section on inpatient treatment for psychotic children, which reviews developments and theories related to this subject, four chapters treat the intake and evaluative aspects of the therapeutic process. Included is a historical description of the program. The papers in the third section, on staff interaction, detail the dynamics and problems of staff relationships among themselves and with patients and parents. The key position of the psychiatric nurse on the therapeutic team is emphasized in the fourth section. Section 5, The Interdisciplinary Creation of a Therapeutic Milieu, examines how specialists from other disciplines (education, occupational and recreational therapy) work with the nurses and psychotherapists to provide elements essential to the ward therapeutic environment. Staff-family interactions are focused upon in the final section. (KW)

ABSTRACT 32390

EC 03 2390 ED N.A.
Publ. Date 71 15p.
Sylwester, K. and Others
Music Therapy in a Decentralized Hospital.
EDRS not available
Journal of Music Therapy; V8 N2 P53-67 Summer 1971

Descriptors: music; therapy; hospitals; psychiatric services; psychotherapy; music therapy; Kansas

Music therapists at Topeka State Hospital (Kansas) describe various aspects of their program and roles. Specific aspects covered include the music therapist as a member of a psychiatric team adult inpatient service, music therapy in the day treatment center, the role of music therapy on an adolescent unit, the role of the music therapist as an activity therapy supervisor, and the responsibility of the music therapist at the Hospital to be consultant, direct supervisor of an intern, member of a ward team, admissions evaluation team member, and activity team participant. (RD)

ABSTRACT 32443

EC 03 2443 ED N.A.
Publ. Date 67 238p.
Usdin, Gene L., Ed.
Adolescence: Care and Counseling.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($7.00).

Descriptors: adolescence; adolescents; counseling; counselor role; physicians; change agents; youth problems; emotional development; professional personnel; psychological characteristics

The text presents a series of papers written by physicians concerning adolescence. Emphasis is placed on the effects of rapid changes in the culture on today's adolescents. Religious psychological conflicts, sexual morality, the physician's role in mental retardation, disguised depressions, learning problems, parents of problem children, psychoactive drugs in the care of adolescents, and the inner life of the adolescent are all topics of discussion. The text is designed for all who deal with adolescents professionally. (CD)

ABSTRACT 32451

EC 03 2451 ED N.A.
Publ. Date 70 764p.
Menolascino, Frank J., Ed.
Psychiatric Approaches to Mental Retardation.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($17.50).

Descriptors: exceptional child services; mentally handicapped; psychiatry; psychiatric services; autism; child psychology; psychotic children; psychopathology; psychotherapy; mongolism; therapy

Focusing on recurrent diagnostic and treatment problems and challenges, the collection of papers presents an overview of the major areas of psychiatric involvement in mental retardation. General considerations of emotional development and disorders in relation to mental handicaps are examined in three papers, and specific syndromes and symptoms are explored in six writings which focus on infantile autism, child psychoses, mongolism, and other common companions to mental retardation. Twelve papers discuss various treatment approaches including individual therapy, psychopharmacological methods, group therapy, and family counseling. Challenges to the psychiatrist in current service systems are described in six writings in areas of community services, residential services, and legal concerns. Three writings consider psychiatric training while two articles present research viewpoints of psychiatry with mental retardation. A perspective on psychiatry's past, current and future role in mental retardation is included. (RD)

ABSTRACT 32452

EC 03 2452 ED N.A.
Publ. Date 64 459p.
Haworth, Mary R., Ed.
Child Psychotherapy: Practice and Theory.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($10.00).

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; play therapy; therapeutic environment; psychologists; psychotic children; child psychology

Theoretical considerations of child psychotherapy are presented in eight papers which focus on such topics as the meaning and varieties of play techniques, and diagnosis and selection of therapeutic approach. The structure of psychotherapy is examined by 16 writings in stages of orientation and involvement of the parents, the initial session and its implications, special situations or problems, limits and handling of aggression, and the meaning of time. The psychotherapeutic process itself is discussed by papers on resistance, transferance, countertransference, observation and interpretation, and termination of therapy. Thirteen writings describe symbolism and play themes in areas of nonverbal activities, graphic and plastic materials, verbal communication, and latency games. Aspects of evaluation are covered in four writings relating to the therapist and patient. (RD)

ABSTRACT 32474

EC 03 2474 ED N.A.
Publ. Date 71 157p.
Offer, Daniel, Ed.; Masterson, James F., Ed.
Teaching and Learning Adolescent Psychiatry.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; emotionally disturbed; adolescents; psychiatry; psychiatrists; professional education; family counseling; educational programs

Nine papers presented at the Conference

on Training in Adolescent Psychiatry held at the University of Chicago, November 14-15, 1969 concern the teaching and the learning of the art of psychotherapy with adolescents. The first paper looks at the process of teaching and learning adolescent psychotherapy from a somewhat philosophical point of view, considering motivations, satisfactions, and problems of both teacher and student. Of four papers describing actual training programs, two reflect the more traditional emphasis on the one-to-one relationship as the core of the learning experience and two reflect recent emphasis on community or social-psychiatric approaches. Treated are the role of experience with inpatients, training of psychiatric residents in a student mental health clinic, training in a large city hospital, and training of psychiatrists for college practice. The fifth paper deals with one specific mode of treatment: family therapy. Two papers by sociologists present sociological perspectives on adolescent psychiatry. The final paper summarizes problems raised at the conference. Appended is an official position statement on training by the American Society for Adolescent Psychiatry. (KW)

ABSTRACT 32647

EC 03 2647 ED N.A.
Publ. Date 70 69p.
Rhodes, William C.
The Emotionally Disturbed Student and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child research; emotionally disturbed; conceptual schemes; consultation programs; intervention; models; counseling

The monograph discusses conceptual trends concerning emotional disturbance and describes in further detail, three models. The two models felt to provide the most clearly delineated application for education are the behavioral and the psychodynamic models. The rationale behind these models, some of the research conducted within them, and some of the resultant methods of intervention are included. A brief description of the ecological model and a discussion of a few of the implications for intervention are also presented. Consultation activities are used to elaborate upon treatment. (CD)

ABSTRACT 32725

EC 03 2725 ED N.A.
Publ. Date 69 595p.
Guerney, Bernard G., Jr., Ed.
Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($11.00).

Descriptors: exceptional child education; emotionally disturbed; mental health; nonprofessional personnel; parent role; teacher role; psychotherapy; program descriptions

Remedial methods and procedures based on the strategy of using nonprofessionals as therapeutic agents in meeting mental health needs are detailed. Historical developments and factual considerations which underlie the strategy are presented. Emphasis is given throughout the book to programs designed to handle mental health problems of children. The readings cover topical areas dealing with mental health needs and new directions; selection, roles and methods in training nonprofessionals; varieties of programs using nonprofessionals; peers, teachers, and parents as therapeutic agents; and research on the use of nonprofessionals. Selections have been drawn from journals as well as from papers presented at scientific and professional meetings. (CD)

ABSTRACT 32729

EC 03 2729 ED N.A.
Publ. Date 70 400p.
Weiner, Irving B.
Psychological Disturbance in Adolescence.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($12.95).

Descriptors: emotionally disturbed; adolescence; schizophrenia; school phobia; psychotherapy; psychopathology; underachievers; delinquency; suicide; adjustment problems

Addressed to clinicians, social scientists, and educators concerned with identifying and averting the progression of adolescent psychological disturbance, the text first considers theoretical issues in adolescent psychology, normality and abnormality during those years, and patterns of disturbance. Five chapters presented from the perspective of the practicing clinician treat those syndromes which the author feels account for the vast majority of problems in adolescence: schizophrenia, depression and suicide, school phobia, academic underachievement, and delinquent behavior. Definitions of etiology, psychopathology, and the course of each pattern of disturbance are discussed as are assessment and psychotherapeutic techniques. Also included is a review of the goals and strategies of adolescent psychotherapy, aspects of the treatment relationship, and the role of work with parents. (RJ)

ABSTRACT 32793

EC 03 2793 ED N.A.
Publ. Date 69 47p.
Lane, Paul A. and Others
The School Rehabilitation Counselor. Monograph No. 5.
Bridgeport Vocational Rehabilitation and Cooperative Education Project, Connecticut
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Bridgeport Vocational Rehabilitation and Cooperative Education Project, 45 Lyon Terrace, Bridgeport, Connecticut 06604 ($1.00).

Descriptors: exceptional child services; vocational rehabilitation; vocational counseling; counselor role; public schools; school services; case studies; Connecticut; Bridgeport Project

Fifth in a series (EC 032 789-EC 032 796) on the Bridgeport Project, the monograph relates in detail the role of the rehabilitation counselor in public education. Comparison of the school rehabilitation counselor's function with the state agency rehabilitation counselor and the school guidance counselor is made. Procedures to gain acceptance by administrators and teachers are detailed. The inservice procedures necessary to develop referral processes, the importance of counselor personality characteristics, and the treatment and training alternative are all presented. Four case studies are included at the end to illustrate the functions of the school rehabilitation counselor. (CD)

ABSTRACT 32794

EC 03 2794 ED N.A.
Publ. Date 69 79p.
Soares, Louise M. and Others
Innovative Treatment Procedures: The Rehabilitation of Disturbed Youth. Monograph No. 6.
Bridgeport Vocational Rehabilitation and Cooperative Education Project, Connecticut
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Bridgeport Vocational Rehabilitation and Cooperative Education Project, 45 Lyon Terrace, Bridgeport, Connecticut 06604 ($1.00).

Descriptors: exceptional child services; vocational rehabilitation; emotionally disturbed; behavior patterns; program design; counselor role; counseling; mental health; Connecticut; Bridgeport Project

Treatment procedures in the rehabilitation of disturbed youth are discussed in monograph six of a series (EC 032 789-EC 032 796) on the Bridgeport Project. Classifications of the disturbed children are established and a differentiation of emotional disturbance and behavioral disorders is made. Treatment goals such as adopting a friendly accepting relationship, development of emotional security, and providing for successful experiences are established and various types of contemporary treatment perspectives are examined to determine their appropriateness. The present status of mental health programs and facilities is discussed and the need for innovative treatment practices for the school rehabilitation counselor recognized. The innovations initiated in Bridgeport for helping disturbed students are then described. The philosophy behind the approach, called pathognomic counseling, the organizational and staffing patterns, the programs, and procedures and an evaluation of the program are provided. (CD)

ABSTRACT 32862

EC 03 2862 ED N.A.
Publ. Date 71 5p.
Catalino, Anthony
Guided Group Interaction in Florida.
EDRS not available
Delinquency Prevention Reporter; P3-7 Jun-Jul 1971

Descriptors: exceptional child services; delinquents; institutionalized (persons); corrective institutions; group therapy; peer relationship; program descriptions; Florida

Described is the Guided Group Interaction (GGI) approach, an innovative correctional program used successfully by the Division of Youth Services in Florida since 1969. Groups of about 10 institutionalized children meet hourly each weekday with a group leader, and choose a discussion topic that usually concerns problems they display in relation to figures of authority, such as parents, teachers, and police. During the inviolate therapy hour, the group leader involves all participants in an honest discussion of sociological, not psychological, matters, with the primary purpose of utilizing group peer influence as the vehicle for change. Thus far, GGI works better with boys than with girls. When children leave state institutions, they meet with Bureau of Aftercare workers who continue the rehabilitative process begun at the institution. (CB)

ABSTRACT 32934

EC 03 2934 ED N.A.
Publ. Date 62 289p.
Masserman, Jules H., Ed.
Current Psychiatric Therapies. Volume II.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017.

Descriptors: psychiatry; psychology; psychotherapy; psychosis; therapy; hospitals; legal responsibility; psychiatric services

Designed for professionals in psychiatry, psychology, social service, hospital administration, and related fields, the volume completes a survey of all branches of psychiatric therapy begun in Volume I. The two volumes constitute an authoritative and comprehensive treatise on current practices in the field. General topics discussed are: principles of psychiatric therapy, including advances in psychoanalytic therapy; childhood and adolescence, including educational methods with brain-damaged children; techniques of psychotherapy, including implications from research in psychotherapy and hypnosis, Adlerian therapy, two worlds of the sighted and the blind, and treatment of the dying; treatment of the psychoses, including depression and schizophrenia; legal psychiatry, including adult diagnostic court clinics, the sex offender, and a psychotherapy program for parolees; part-time services, including occupational psychiatric services and day hospital treatment of acute psychiatric illness; full-time hospital therapy, including recent advances in Veterans' Administration psychiatry; and psychiatry and the world order, including psychiatric therapy in France. (CB)

ABSTRACT 32945

EC 03 2945 ED N.A.
Publ. Date Aug 71 5p.
Clayton, Lynette; Robinson, Luther D.
Psychodrama with Deaf People.
EDRS not available
American Annals of the Deaf; V116 N4 P415-9 Aug 1971

Descriptors: aurally handicapped; dramatics; psychotherapy; role playing; group therapy; role perception

Outlined are some observations based on psychodrama with deaf people. These relate to the interaction between people and throw further light on the communication process. Observations are made about work with patients and work with students in training. It is noted that extensive training is required to become a psychodrama director. However, role training skills, it is stated, are more easily acquired by professionals working with deaf people and can be applied in vocational and social learning situations. Role training involves some of the skills of psychodrama such as warming-up a group, setting a situation, using the natural roles of group members and focusing a situation. How these skills can be readily applied by professionals working with deaf people is illustrated by several specific examples. (Author/KW)

ABSTRACT 32990

EC 03 2990 ED N.A.
Publ. Date Jul 71 18p.
Kramer, Edith
Art Therapy and Aggression.
EDRS not available
American Journal of Art Therapy; V10 N4 P187-204 Jul 1971

Descriptors: emotionally disturbed; aggression; childhood; art; handicrafts; therapy; personality problems; behavior change

Art therapy for aggressive children is discussed. Defined as a vital force, aggression is neither good nor evil. Discussion of four children explains the contribution of art therapy to temporary alleviation or partial remission of pathology. Partial transformation of raw aggression into constructive energy is illustrated by the children's increasing technical skill, enthusiasm, and respect for art materials while producing work expressing aggression. A fifth child's art work illustrates the role of art therapy in substantial reduction of aggression and in enduring positive changes in his personality. Pictures of each child's art work are given. (CB)

ABSTRACT 33003

EC 03 3003 ED N.A.
Publ. Date 71 34p.
Berg, J. M.
Genetic Counseling in Relation to Mental Retardation. Proceedings of a Symposium (Middlesex Hosptial Medical School, March 28, 1969).
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($2.00).

Descriptors: exceptional child services; mentally handicapped; counseling; counseling effectiveness; counselor role; heredity; parent attitudes; parent counseling

Presented are two papers on genetic counseling in relation to mental retardation. The first paper discusses three genetic counseling objectives: advising parents of risks of abnormality in future children; alerting the medical profession to special risks in unborn children; reducing the number of children born with genetic predisposition to serious abnormality including mental subnormality. Information required for counseling, kinds of risk estimates possible, and a follow-up of parents given genetic counseling are featured. The second paper discusses genetic counseling needs for detailed understanding of relevant genetic principles, for intimate knowledge of special clinical features of particular situations, for investigations by various professionals to give a total evaluation, and for an appreciation of what parents can understand, fail to understand, or want to understand. Parental attitudes, estimations of genetic risks, and heterogeneity of syndromes are taken into account. (CB)

ABSTRACT 33046

EC 03 3046 ED N.A.
Publ. Date 70 91p.
Jaques, Marceline E.
Rehabilitation Counseling: Scope and Services.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: counseling; rehabilitation; school services; community services; counselor role; professional personnel

Rehabilitation counseling is examined in terms of comprehensive rehabilitation services, the rehabilitation counselor, coordinated rehabilitation services in school and community, and a new professionalism. The rehabilitation counselor is seen primarily as community-based. Analysis of comprehensive rehabilitation services describes disability and deviance as universal human conditions, underlying assumptions and philosophy of the continuum of services, and strategies of helping and planning within a process of social renewal. Consideration of the rehabilitation counselor's work role models involves a short history of the counselor's evolving role. Also scrutinized are differentiation of special problems encountered by the counselor in rehabilitation, preparation and training, professionalization of, and research on the counselor's work. Discussion of coordinated rehabilitation services in

school and community focuses on three levels of prevention, intervention, and follow-up and evaluation. Also presented is an examination of models of collaboration between rehabilitation and education. The review of priority issues involved in achieving a new professionalism directed toward personal and social renewal covers first, development of counselor autonomy and new modalities of help which include client advocacy and collaboration with supportive personnel and second, future perspectives on emerging professional patterns. (CB)

ABSTRACT 33195

EC 03 3195 ED N.A.
Publ. Date Oct 71 5p.
Kaplan, Bert L.
Counseling with Mothers of Exceptional Children.
EDRS not available
Elementary School Guidance and Counseling; V6 N1 P32-6 Oct 1971

Descriptors: exceptional child services; handicapped children; mothers; parent counseling; mother attitudes; emotional adjustment; counselor role; elementary school students

Feelings of mothers of exceptional children and the implications they have for elementary school guidance counselors and the counseling process are discussed. Examined are mothers' emotions of anger, arising from the feeling that she has been cheated, from frustrating interactions with professionals, and from the disappointing approach of the schools. It is pointed out that these angers are based in reality, and should not be interpreted as pathological. Also considered are mothers' feelings of inadequacy, self-deprecation, and guilt. Counselors are advised to be sensitive to the reality bases of mothers' feelings and to their chronic nature, and to provide help by stressing current reality until the mothers can accept the dependency of the counseling relationship. Then feelings can be elicited and legitimized, and how they influence behaviors toward the children can be explored. (KW)

ABSTRACT 33197

EC 03 3197 ED 054 564
Publ. Date (71) 25p.
Kliman, Gilbert; Stein, Myron
An Application of Child Analysis: The Cornerstone Project.
Center for Preventive Psychiatry, White Plains, New York
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; preschool children; psychiatric services; psychiatry; classroom environment; program descriptions

The paper deals with the Cornerstone Project, in which a child analyst works with psychiatrically ill preschool children within a nursery classroom group setting. An analytically trained psychotherapist works 1 1/2 hours per day with up to seven children in the classroom, with the help of nursery school teachers. There is regular contact with parents. How the Project's application of psychoanalytic techniques in an educational setting with each child resembles and differs from regular child analysis and psychotherapy is considered. The established value of nursery classrooms as a natural setting for clinical observation and diagnostic evaluation and the psychoanalytic model (features of the practice of child analysis) are reviewed. The Cornerstone model is discussed and some illustrative moments from the classroom showing the therapist at work are presented. An extensive case study is then used to show details of a treatment and to illustrate specially developed criteria for the psychoanalytic process. Cited are useful intense transference reactions and social, intellectual and educational gains as well as symptomatic improvement occurring in the Project, and the clinical efficacy of the method. (KW)

ABSTRACT 33211

EC 03 3211 ED N.A.
Publ. Date 71 235p.
Ludwig, Arnold M.
Treating the Treatment Failures: The Challenge of Chronic Schizophrenia.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017.

Descriptors: mental illness; schizophrenia; psychiatry; psychotherapy; psychoeducational processes; therapy

The discussion of the treatment of chronic schizophrenia is addressed primarily to clinicians involved in the care and treatment of chronic schizophrenics and is intended to be practically and action oriented. Although largely based upon the author's 4 years of treatment studies with chronic schizophrenics at Mendota State Hospital in Madison, Wisconsin, where a series of different psychosocial treatment approaches were systematically explored in 4-5 month phases, the scope of the book is meant to be broader than a simple description of these therapeutic methodologies and statistical procedures or the actual quantitative results obtained. Rather, the author's clinical observations, experiences, and results accumulated over time from various treatment programs, both formal and informal and group or individually oriented, are pulled together and generalizations or treatment principles derived from the author's and others' studies are indicated. Topics discussed include basic clinical assumptions, ethical axioms and clinical corollaries, the chronic culture (perpetuation of chronicity, staff morale and other staff-related considerations, coping with socially maladaptive and destructuve influences inherent in the chronic patient culture), modifying the behavior of inpatients, and discharge and transition to the outside world. (KW)

ABSTRACT 33214

EC 03 3214 ED N.A.
Publ. Date 65 162p.
Bergmann, Thesi
Children in the Hospital.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($3.00).

Descriptors: exceptional child services; hospitalized children; physically handicapped; special health problems; hospitals; emotional adjustment; psychiatric services; psychological needs; psychotherapy; adjustment problems

Written by a hospital child therapist, the book deals with hospitalized children--their experiences, and their reactions to chronic or long-lasting illness, to medical and surgical treatment, to discomfort, as well as their emotional adjustment to separation from home and to these new experiences. The psychoanalytic theory of child development is drawn upon for an understanding of such children's attitudes and behavior. The first part of the book describes Rainbow Hospital, one of the University Hospitals of Cleveland, Ohio, in terms of setting, its function as a long-stay hospital, visiting rules, admission procedures and reactions, and relations with the nursing and medical staff. Part II concerns the hospitalized children and describes preparations for surgery, successful and unsuccessful; typical reactions to specific illnesses and handicaps; illness misunderstood as punishment; denials, regressions, other defensive devices, and constructive resources; illness and personality development, involvement with the mother; and return home. Concluding the book is a chapter by Anna Freud, discussing severe chronic versus minor acute illness, the interaction between mind and body, and the technique of mental first aid in a children's hospital. (KW)

ABSTRACT 40088

EC 04 0088 ED N.A.
Publ. Date 70 96p.
Heath, Earl J.
The Mentally Retarded Student and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child services; educable mentally handicapped; counseling; counselor role; vocational counseling; vocational rehabilitation; mentally handicapped

The volume is intended as a brief introduction for counselors to the retarded students they will meet in schools. Suggestions are made concerning appropriate roles the counselor can play in working with the special education program. An overview of the field of mental retardation constitutes the major portion of the book, covering terminology, philosophy of education and guidance, diagnostic procedures, educational programs, vocational rehabilitation, and vocational planning and placement. Descriptions and materials from functioning model programs are presented to illustrate activities and services available in special-

ized non-school agencies. Appended are materials related to client referral procedure, a list of national organizations interested in mental retardation, and a list of referral agencies for the mentally retarded within a typical state (Indiana). (KW)

ABSTRACT 40149

EC 04 0149 ED 055 385
Publ. Date 71 24p.
Acevedo, Homero
An Approach for Counseling Mexican-American Parents of Mentally Retarded Children.
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-9-531306-(031)

Descriptors: exceptional child services; mentally handicapped; Mexican Americans, parent counseling; cultural background; parent attitudes; cultural factors; counseling effectiveness

The monograph on the counseling of Mexican-American parents of mentally retarded children begins with a discussion of Mexican-American culture, on the premise that a good knowledge of background, culture, customs, and mores is necessary to understand and counsel such parents. Treated are stereotyped images of each other held by Anglos and Mexican-Americans, economic and social interrelationships and fears, values and structure of the family, and concept of health and sickness. The actual counseling session with the parents is discussed in terms of creating an atmosphere conducive to open communication, explaining the concept and causes of mental retardation in simple terms, and exploring with parents the roles which they and the school will play in relation to their retarded child. (KW)

ABSTRACT 40363

EC 04 0363 ED N.A.
Publ. Date 71 395p.
McReynolds, Paul, Ed.
Advances in Psychological Assessment: Volume Two.
EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($11.50).

Descriptors: psychological evaluation; psychological tests; personality assessment; psychology; evaluation methods; measurement techniques

The volume is intended to describe and evaluate new developments in psychological assessment technology, to present innovative theoretical and methodological approaches to important issues in psychological and personality assessment, and to summarize the current status of important areas in the field. Fourteen papers cover such topics as the uses of biochemical techniques, automated procedures, and experimental games in psychological assessment; the assessment of environments; problems of measurement in given subject groups, including children and psychotics; and psychological tests in the more traditional sense. Examined are the assessment of managerial talent, of aggression, of intrinsic motivation, and of the outcomes of psychotherapy. The Personality Research Form and vocational interest research, the current status of the Thematic Apperception Test, and the history of personality scales and inventories are also discussed. (KW)

ABSTRACT 40437

EC 04 0437 ED N.A.
Publ. Date 71 7p.
Abels, Paul
Stop the World--I Want to Get On.
EDRS not available
Group Process; V4 N1 P32-8 Fall 1971

Descriptors: exceptional child education; mentally handicapped; group therapy; group dynamics; leadership

The use of group therapy for mentally handicapped children is examined. Engaging in group therapy is described to involve three segments: involvement, commitment, and action. Group dynamics of involvement are characterized by individual choice to change a process, confrontation between individuals and group leader, a purposeful action unit, and establishment of bonds of feeling among participants. Commitment is described to be a mutual agreement to proceed along specific steps toward certain goals and means. Movement in action for retarded children is explained to involve the leap from their private world to the public world of community. Group leadership is then briefly examined. (CB)

ABSTRACT 40469

EC 04 0469 ED N.A.
Publ. Date 71 13p.
Ney, Philip G. and Others
Relative Effectiveness of Operant Conditioning and Play Therapy in Childhood Schizophrenia.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P337-49 Jul-Sep 1971

Descriptors: exceptional child research; psychotic children; schizophrenia; operant conditioning; play therapy; emotionally disturbed; behavior change; communication skills

An experimental study designed to examine the relative effectiveness of operant conditioning and play therapy in improving the communication and social functioning of psychotic children was presented and discussed. A group of 10 schizophrenic boys, 3 to 15 years of age, received 50 operant conditioning treatments followed by 50 sessions of play therapy over a 3-month period. Each treatment session was 45 minutes long. A matched group of 10 had the same number of treatments but in reverse order. Both groups showed gains in mental age, as measured by intelligence tests, and in amount of speech. The improvement was greater after operant conditioning than after play therapy. The difference between the two treatment methods reached significant levels only after the second 3 months of treatment. (Author)

ABSTRACT 40516

EC 04 0516 ED N.A.
Publ. Date 71 306p.
Lazarus, Arnold A.
Behavior Therapy and Beyond.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.95).

Descriptors: psychotherapy; clinical diagnosis; therapy; therapists; group therapy; emotionally disturbed; children; emotional development; sexuality; cognitive processes

Presented is a psychotherapy approach with personalistic emphasis that is said to focus upon the individual case, not upon statistical analyses or broad diagnostic labels. The author first reviews behavior therapy and clinical problems, and then advocates adoption of a flexible and personalistic system of psychotherapy due to the varying needs of persons seeking psychotherapeutic help. Reactions of therapist and prospective client at the initial interview are examined. Then verbal assessment procedures are shown to include the desert island fantasy and the inner circle strategy as part of the process of clinical intimacy. In his discussion of desensitization and habituation methods the author notes the importance of the therapist's and client's fixed meeting time, meeting place, visit frequency, fees, and therapeutic interview subjects. Acquiring habits of emotional freedom and development are said to be a frequent result of psychotherapy. Next, a variety of effective methods to overcome sexual inadequacy are developed to offer a positive prognosis in most cases of frigidity and impotence. It is then explained that nearly all therapeutic methods applied to human beings usually result in restructuring of cognitive processes. Various group therapy methods are then noted, followed by discussion of learning principles in the therapeutic treatment of emotionally disturbed children. Other techniques stated to be effective, such as hypnosis, are briefly mentioned. (CB)

ABSTRACT 40564

EC 04 0564 ED N.A.
Publ. Date 71 65p.
Kvaraceus, William C.
Prevention and Control of Delinquency: The School Counselor's Role.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; emotionally disturbed; delinquents; counselor role; school role; counseling; prevention

Discussion of the school counselor's role

in prevention and control of delinquency is based on the premise that delinquency is a complex phenomenon that is symptom and signal of something wrong in the child's personal and/or social life. Brief reference to the delinquent and the school concludes that only major educational changes in schools can reduce initial pressures toward delinquency and thereby achieve effective prevention and control of delinquency. The nature and meaning of delinquent behavior is then briefly examined. It is explained that juvenile delinquent is a social and legal label and symptom, not a diagnostic category. Delinquency is thought to be a combination of three major forces: factors in the culture and subculture, factors under the skin, and factors i. community attitudes. The author speculates that the act of labeling a first offender as delinquent will serve to reinforce that behavior. The school counselor's role at the primary, secondary, and tertiary levels of prevention are then analyzed in some depth. The analysis consists of means by which guidance personnel can assist school curriculum improvement, can reduce school hazards, and can help youngsters who are susceptible to delinquent behavior or who have already been labelled delinquent. Short mention is also made of parent counseling and related means of parent involvement. (CB)

ABSTRACT 40565

EC 04 0565 ED N.A.
Publ. Date 70 83p.
Anderson, Robert P.
The Child with Learning Disabilities and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child education; learning disabilities; minimally brain injured; counselor role; school role; clinical diagnosis; remedial instruction; counseling; vocational counseling; identification

The monograph on learning disabilities is designed to provide a practical, clinically oriented view of the problem. Discussions concerning identification of learning disabilities, clinical diagnosis and evaluation, counseling, remedial education, and vocational planning are intended for the school counselor working with children diagnosed as having minimal brain dysfunction and/or learning disability. An overview of learning disabilities considers medical aspects, auditory disorders, reading disorders, written language disorders, arithmetic disorders, perceptual motor development, behavioral and emotional characteristics, and neurological causality. The teacher and counselor roles in diagnosis and evaluation are examined briefly in terms of student assessment of intellect, psycholinguistics, academic achievement, personality, and perceptual motor development. Three broad models of counseling are then explained to be neurologic-maturational, psychogenic, and neuropsychogenic. A summary of effective remedial instruction provides background for consideration of state programing, public schools, private residential schools, private day schools, and summer camp programs. The final discussion on vocational planning covers adult adaptations, adult level remediation, and vocational and academic counseling. (CB)

ABSTRACT 40566

EC 04 0566 ED N.A.
Publ. Date 71 107p.
Gowan, John C.; Bruch, Catherine B.
The Academically Talented Student and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($2.00).

Descriptors: exceptional child education; gifted; creative ability; identification; administrative policy; counseling; counseling effectiveness; vocational counseling; mental health; educational needs

The monograph on the academically talented student and guidance emphasizes that gifted and talented students include those with high generalized abilities and those with high specific abilities, and that gifted and talented students experience problems and need sound guidance. The authors first note characteristics of the gifted child by considering differences in development, age, sex, culture, nature of giftedness, and creativity. Identification of the general or specific ability is then discussed in detail, with reference to screening and testing measures that may be helpful. The effective program for the gifted is then shown to be dependent on administrative policy such as, administrative structure, choice of educational program, consultation, and personnel qualifications for those working with the gifted. Examination of general counseling for the gifted emphasizes special educational needs that gifted children frequently have. Analysis of guidance problems and counseling effectiveness focuses mainly on underachievement as it affects the gifted child. Brief mention is then made of educational and vocational guidance. Next, creativity is said to require a high degree of mental health. Discussed last is the disadvantaged gifted child, who has the capability for exceptional achievement but has lacked the opportunities to develop the capability. (CB)

ABSTRACT 40577

EC 04 0577 ED N.A.
Publ. Date Oct 71 10p.
Gilmore, John V.
Parent Counseling: Theory and Application.
EDRS not available
Journal of Education; V154 N1 P40-9 Oct 1971

Descriptors: parent counseling; family problems; parent influence; theories; therapy; behavior change

Theory and application of parent counseling are discussed with focus on differences among parent counseling, family therapy, and behavior modification. A brief examination of parent counseling background notes problems in effective counseling. Parent counseling is defined to mean active participation with parents of a specialist who has education and experience in child development and family problems. Parent counseling is shown to differ from family therapy in that parent counseling is an attempt to place responsibility on parents to provide an atmosphere conducive to resolution of family problems. It is then explained that parent counseling can, but need not, involve behavior change principles. Weaknesses of behavior change principles as they apply to parent counseling are noted. The author concludes that parent counseling operates on the basis that a secure and esteeming environment will allow the child to select the right environment which will then reinforce his behavior. (CB)

ABSTRACT 40673

EC 04 0673 ED N.A.
Publ. Date 71 33p.
Sorenson, James R.
Social Aspects of Applied Human Genetics.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.

Descriptors: services; genetics; counseling; social influences; medical evaluation

Discussion of social influences on applied human genetics emphasizes areas of research for the future, since through genetic control it is stated that man will be able to alter his evolution. Mention of recent developments in clinical genetics include the development of amniocentesis, role of genetic endowment, and changing public attitudes and practices. A review and analysis of human genetics in medical practice and evaluation cover public knowledge and use of medical genetics, nature and scope of genetic counseling, role of genetic counselor, delivery of genetic counseling, and reproductive decision after counseling Areas of needed research are thought to be the social organization of medical genetics, genetics counselors, clients of genetic counseling, legal considerations, and economic aspects of applied genetics. (CB)

ABSTRACT 40785

EC 04 0785 ED N.A.
Publ. Date Jan 71 392p.
Levine, Jerome, Ed. and Others
Principles and Problems In Establishing the Efficacy of Psychotropic Agents.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($3.25).

Descriptors: mental illness; drug therapy; research methodology; research design; medical research; evaluation methods; psychopharmacology

Papers expressing the principles and problems involved in establishing the efficacy of psychotropic agents (medications for the treatment of mental illness or other mental problems) are grouped in three sections. The first section presents an overview of the field, analyzing the rationality in the assessment of psychotropic drug efficacy and the decision processes involved in establishing both efficacy and safety. The second and largest section focuses on methodology. Methods of evaluating the efficacy of psychotropic agents in schizophrenic populations are detailed, as is the methodology for drug evaluation in affective disorders (depression and mania) and in geriatric-psychiatric disorders. Attention is also given to methodological issues in evaluating the effectiveness of agents for treating anxious patients, psychopharmacology in children (problem areas, methodological considerations, assessment techniques), approaches to measuring efficacy of drug treatment of personality disorders and of drug-dependent states, suggestions for drug studies in alcoholism, and the design of clinical tools. The final section concerns the documentation of data from clinical drug trials and the interpretation of this data. Included is a description of the Biometric Laboratory Information Processing System (BLIPS), a large operational system of data documentation in psychopharmacology. (KW)

ABSTRACT 40817

EC 04 0817 ED N.A.
Publ. Date 71 353p.
Jacobson, Edith
Depression: Comparative Studies of Normal, Neurotic, and Psychotic Conditions.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($13.50).

Descriptors: mental illness; affective behavior; neurosis; psychosis; psychology; psychotherapy; case studies; depression

Concepts of ego psychology are applied in the exploration of depressive states in different clinical entities (neurosis, borderline states, manic-depressive psychosis, schizophrenia, paranoia). The first chapter discusses basic problems and unsolved issues in the psychoanalytic theory of affects. Following chapters, which are clinically oriented, present extensive case studies of persons treated by psychoanalysis. The first group of chapters contains material gained from treatment of neurotic patients, while the second group concerns psychoanalytic treatment of borderline and psychotic patients suffering from depressions. Studies deal with developmental problems, specific characteristic defense mechanisms, and nature of identifications and object relations in relation to the major topic of study, depression. Normal, neurotic, and psychotic phenomena are compared and problems of differential diagnosis and etiology are discussed. (KW)

ABSTRACT 40827

EC 04 0827 ED N.A.
Publ. Date 72 7p.
Anderson, Robert P.
Let's Treat Discouragement Too.
EDRS not available
Academic Therapy Quarterly; V7 N2 P131-7 Win 1971/72

Descriptors: exceptional child education; learning disabilities; minimally brain injured; psychotherapy; emotional problems; behavior problems; behavior change; parent role

Discussed is psychotherapeutic treatment of children with minimal brain dysfunction (MBD). Psychotherapy is defined to mean a channeling of concerted effort toward treatment of self-defeating attitudes of discouragement that are said to be characteristic of many MBD children. The author states that as the child with a learning disability grows aware of his academic failures, he is prone towards discouragement and intense feelings of inferiority. The child may then attempt to compensate for his discouragement by seeking attention through misbehaving. A school's psychotherapeutic program of treatment is then briefly described as utilizing the Adlerian-reinforcement model, in which one of the basic concepts is that behavior persists only if it is reinforced. Therapy is directed toward both children and parents. (CB)

ABSTRACT 40861

EC 04 0861 ED N.A.
Publ. Date 71 12p.
Westmaas, R.; Westendorp, F.
Straight Talk: An Approach to Team Treatment on an Adolescent Unit.
EDRS not available
Adolescence; V6 N24 P473-84 Win 1971

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; interpersonal relationship; staff role; program descriptions; institutionalized (persons); group discussion; adolescents

Described is an approach to team therapy used on an inpatient treatment unit for emotionally disturbed adolescents to reach treatment-resistive adolescents and to generate a spirit of cooperation and trust among the members of the treatment team and the adolescents. Difficulties in the treatment of adolescents are described in terms of parataxic distortions in interactions between adolescents and team members and in interactions between team members. A therapeutic encounter with the adolescent utilizing the entire team is used. Staff and adolescent discuss their perceptions and feelings openly and honestly. The model underlying the approach emphasizes the basic humanness of both staff and teenagers and recognizes the ability of both to grow. (KW)

ABSTRACT 40881

EC 04 0881 ED N.A.
Publ. Date Mar 72 233p.
Smirnoff, Victor
The Scope of Child Analysis.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: exceptional child services; emotionally disturbed; childhood; infancy; psychotherapy; psychiatry; psychology

The introduction to child analysis is designed to clarify present approaches to child psychotherapy and to relate child analysis to the fields of child psychiatry and psychology. Examination of the scope of child analysis includes discussion of the nosological and structural approaches to mental illness, orthopsychiatry and psychotherapy, constitution, maturation and environment, and culture and historical specificity. Basic concepts clarified are psychictrauma, neurosis, unconscious repression, infantile amnesia, pleasure principle and reality principle, ego and id, defense mechanisms, fixation and regression, superego, and psychoanalytical psychology and metapsychology. Analysis of infantile sexuality covers the theory of instincts and the development of the libido. Discussion of object-relations includes psychoanalytic research and genetic propositions, genesis of object-relations, views of Melanie Klein, object-relations and communication, body image, mother child relationship, emotional deprivation, and personality development. Clarification of analytic practice focuses on the views of Anna Freud and Melanie Klein. Then examined are assessment of childhood pathology and problems of infantile neurosis. The role of the parent is viewed last. (CB)

ABSTRACT 40931

EC 04 0931 ED N.A.
Publ. Date Jan 72 12p.
McCollum, Audrey T.; Schwartz, A. Herbert
Social Work and the Mourning Parent.
EDRS not available
Social Work; V17 N1 P25-36 Jan 1972

Descriptors: exceptional child services; special health problems; death; social work; counselor role; parent counseling; emotional adjustment; psychological needs

A conceptual framework is presented which allows for examination of the component aspects of the anticipatory mourning experience of a parent whose child is expected to die. The four components discussed are the parents' defensive processes (denial, isolation of affect, avoidance, repression), affective states (sorrow, anger, guilt, anxiety), issues presented (management of child, influence on family and further reproduc-

The annotated bibliographic listing of the English-language literature on art therapy is intended to assist persons doing research in the field of art therapy. Resources of medical libraries are amply represented in the guide. The 71 sources listed are grouped into the following categories of literature: bibliographies, indexes, abstract journals, journals, reviews, congresses, catalog collections, picture collections and exhibition catalogs, case studies, general works on art and mental illness, general works on art and psychoanalysis, general works on art therapy, and bibliographic and annotation aids. (KW)

ABSTRACT 41236

EC 04 1236 ED N.A.
Publ. Date 71 103p.
Capes, Mary and Others
Stress in Youth; A Five-Year Study of the Psychiatric Treatment, Schooling, and Care of 150 Adolescents.
EDRS not available
Oxford University Press, Ely House, London W1, England ($2.75).

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; longitudinal studies; adolescents; psychiatric services; family influence; educational facilities; psychological characteristics

The 5-year longitudinal study in England involved 153 maladjusted adolescents aged 12 or 13 years when the study began who cooperated in reporting about their progress and therapeutic facilities used in helping them. Data gathered highlighted what was being done to help the youth, where there were gaps in services, and how intractable were some of the problems. While following the subjects, analysis was also made of any adverse experiences in their early formative years and relationships of such experiences to later development. Studies were home and school milieu, intellectual potential, and nature of each child's maldadjustment or emotional disturbance. Investigations were multidisciplinary, and conclusions were drawn by a sociologist, a psychologist, and a psychiatrist working together. (KW)

ABSTRACT 41255

EC 04 1255 ED N.A.
Publ. Date 71 161p.
Moody, Mildred T.; Limper, Hilda K.
Bibliotherapy: Methods and Materials.
EDRS not available
American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($5.95).

Descriptors: handicapped children; emotionally disturbed; bibliotherapy; library services; reading materials; emotional adjustment; annotated bibliographies; bibliographies; emotional problems; interpersonal relationship

The concept of therapeutic library service and the library's role in the therapeutic community (the hospital or institution) are examined in the first part of the text. Methods and materials for executing therapeutic reading programs are suggested. Specialized therapeutic services for the main groups of people served by hospital and institution libraries are briefly described, together with the nature and needs of each group. Background, dynamics, and types of bibliotherapy are also covered. The second and larger part of the book consists of nine annotated lists of books helpful to children and adolescents with various physical, emotional, and behavioral problems. The nine bibliographies cover the following topics: adjusting to physical handicaps, sibling and peer relationships, parents with problems, hostility and/or parent-child relationship problems, nature books for release of tension, value of education and the dropout, sex education and behavior, self discovery and self realization, and gangs and delinquency. Indicated for each book listed are the theme, length, intended audience, reading level, interest level, and content matter. (KW)

ABSTRACT 41295

EC 04 1295 ED N.A.
Publ. Date 72 735p.
Kanner, Leo
Child Psychiatry. Fourth Edition.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.50).

Descriptors: child psychology; psychiatry; textbooks; psychopathology; psychotherapy; emotionally disturbed; personality problems; psychosomatic diseases; behavior problems

The child psychiatry text begins with a brief history of child psychiatry in the 20th century. Part 2, Basic Orientation, covers such factors as age, physical condition, intelligence, emotion, personality, attitudes of parents and others, and environmental influences. The clinical considerations which are treated in Part 3 are the symptom, initial contact, case history, diagnostic adequacy, orienting examinations, projective methods, psychotherapy, situational therapy, psychiatric social work, pharmacal adjuvants, and prevention. The fourth and longest section concerns phenomenology. Major areas focused upon are personality problems arising from physical illness (brain disorders, epilepsy, transient cerebral affections, Sydenham's Chorea, the endocrinopathies), psychosomatic problems involving various systems of the body, and problems of behavior. The behavior problems covered include problems of eating, sleeping, speech and language, self manipulation, scholastic performance, sex, anger, jealousy, fear, anxiety, obsessions and compulsions, hysteria, delinquency, hospitalization, schizophrenia, and suicide. (KW)

ABSTRACT 41314

EC 04 1314 ED N.A.
Publ. Date 72 12p.
Perske, Robert
The Pastoral Care and Counseling of Families of the Mentally Retarded.
EDRS not available
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011.

Descriptors: exceptional child services; mentally handicapped; clergymen; parent counseling; church role; family counseling

General information concerning issues and problems faced by families of the mentally retarded are discussed with the intention of helping pastors recognize that they have the skills to deal with the situation and effectively counsel the families. Topics covered include: the enormous width of the retardation range, the parent's process of understanding and accepting, the fact that the retarded can arouse repulsions, the need to find realistic functional limits, the thrill in small gains, the parents' need to feel that they have fulfilled their responsibility. Outlined are some of the critical problems the pastor can expect, such as conflict between parents, scapegoating, and sibling problems. Local Associations for Retarded Children are recommended as ready resources for pastors seeking help regarding a specific problem of mental retardation. (KW)

ABSTRACT 41369

EC 04 1369 ED N.A.
Publ. Date 72 417p.
Freedman, Alfred M., Ed.; Kaplan, Harold I., Ed.
The Child: His Psychological and Cultural Development; Volume Two: The Major Psychological Disorders and Their Treatment.
EDRS not available
Atheneum Publishers, 122 East 42nd Street, New York, New York 10017 ($10.00 HC, $4.95).

Descriptors: emotionally disturbed; psychiatry; neurotic children; psychotic children; psychotherapy; classification; emotional development

The second of two volumes on the psychological development of the child focuses upon major psychological disorders and their psychiatric treatment. A general introduction to child psychiatry and normal child development is followed by a section on assessment which deals with classification of child psychiatric disorders and nomenclature. The central portion of the volume examines various major psychiatric disorders of childhood: neuroses, psychophysiological disorders, personality disorders, antisocial behavior, delinquency, sexual deviations, addiction and alcoholism, psychoses, brain disorders, and mental retardation. The final section, which concerns psychiatric treatment of children, covers individual psychotherapy, group therapy, organic therapies, residential treatment, day treatment, the relationship between psychiatry and the school in dealing with psychogenic learning disorders and other problems, and treatment of adolescents. (KW)

ABSTRACT 41406

EC 04 1406 ED N.A.
Publ. Date 72 616p.
Eissler, Ruth S. Ed. and Others
The Psychoanalytic Study of the Child. Volume 26.
EDRS not available

Quadrangle Books, World Publishing Company, 2231 West 110th Street, Cleveland, Ohio 44102 ($12.50).

Descriptors: child psychology; psychotherapy; psychiatry; emotionally disturbed; emotional development; case studies; psychopathology

Twenty extensive papers are grouped into four topic areas related to the psychoanalytic study of the child. The five Contributions to Psychoanalytic Theory concern ego autonomy and ego pathology; death drive, ambivalence, and narcissism; infantile neurosis; motivation and instinct theory; and a critique of Kleinian psychology. The following aspects of normal and pathological development are examined in seven contributions: imaginary companions; a baby profile for assessment in infancy; impact of early sexual discovery; development of the experience of mental self, bodily self, and self consciousness; late adolescence; young children in brief separation; and the beginnings of a cohesive self. Six clinical contributions treat separation crisis in two blind children, reconstruction in child analysis, the separation-individuation process, the decision-making process, and analysis of an adolescent boy with an ongoing preoedipal tie to his mother. The final two contributions, on Joseph Conrad and the artistic aspects of Freud's The Aetiology of Hysteria, concern applied psychoanalysis. (KW)

ABSTRACT 41466

EC 04 1466 ED N.A.
Publ. Date 72 10p.
O'Connell, Ralph A. and Others
Which Adolescent Stays in Group Psychotherapy?

EDRS not available
Adolescence; V6 N25 P51-60 Spr 1972

Descriptors: exceptional child research; emotionally disturbed; group therapy; psychotherapy; adolescents; social influences; family influence; psychological characteristics

Analyzed were factors in the clinical and social picture of the adolescent psychiatric patient which might help predict his uitlization of group psychotherapy. Completed was a retrospective analysis of demographic, sociological, and some psychometric variables in 50 consecutive adolescents hospitalized on a psychiatric service and entered into a psychotherapy group while in the hospital. There were no significant differences in age, sex, race, social class or diagnosis between the subgroup which dropped out of group psychotherapy and the subgroup which remained for 10 or more sessions. However, the dropout group was characterized by low normal intelligence, poor verbal skills, tendency to impulsive acting out, and strong history of previous hospitalizations. The subgroup utilizing group psychotherapy the most was primarily distinguished by poor home situation. It was felt that for these adolescents group psychotherapy filled a need for support and direction normally supplied by the family. (KW)

ABSTRACT 41478

EC 04 1478 ED 060 583
Publ. Date 72 12p.
Ackerman, Marc J.
Group Therapy Readiness Using Operant Techniques with Mental Retardates.
Georgia University, Athens

EDRS mf,hc
Paper Presented at the AERA Convention (Chicago, Illinois, April 7, 1972).

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; behavior change; operant conditioning; social adjustment; group therapy

Following 4 weeks of unsuccessful conventional therapy, five trainable mentally retarded males (CA 7-12 years) were placed in a behavior modification group-therapy-readiness program (BMP). Immediate gratification, short range delayed gratification, and long range delayed gratification were used. Teachers were encouraged to continue the BMP in their classrooms. Desirable behavior was exhibited significantly more often (p less than .005) during the BMP then before. There was no significant difference between the BMP sessions and followup sessions. Extinction was avoided through the use of varied reinforcement schedules and cooperation of the teachers. Operant techniques successfully readied mental retardates for a group therapy setting. (Author)

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b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.